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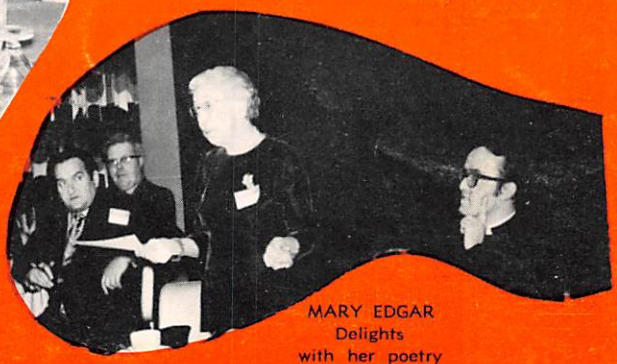

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EDITORIAL

At the recent annual meeting of the Canadian Camping Association your Publications Committee had a rare opportunity to join with your Provincial presidents in forming new plans for Canadian Camping Magazine.

Provincial Representatives of the committee are now listed on the masthead. They will keep us fully informed of your individual organization' activities in the here-to-fore spasmodic column 'NEWS FROM THE PROVINCES'. Hoping for 100% participation in the next issue the Provincial news is omitted from this one, with special apologies to Jack Way of B.C. who would have been the only contributor.

We will be awaiting more articles from across Canada including some in the French language.

Among the suggestions offered were: 'How We do It' articles, Letters to the Editor; Camper's Corner, Photographs, Cartoons, Administration policies, Songs, Poems, Short term Church Camps, and . . . . It's YOUR magazine. Your contributions and suggestions are welcome.

Ann Prewitt:

Editor; Canadian Camping

"WHAT I LIKE TO SEE IN MY COUNSELLOR"

The keynote address presented at the Camp Counsellors' Conference, York University, May 10, 1969.
The presentation was made by two 12 year-old campers, Ian Fleming and Neil MacLean.

IAN—When we were deciding what we would talk about today, we found it really hard to remember things we didn't like about camp, but, we had a lot of fun remembering the good times.

Today we are going to tell you about things we enjoyed at camp, and some of the things we feel were not so good.

We hope that our ideas might help you in your counselling this summer.

NEIL—I am going to tell you about what I like to see in MY counsellor. A counsellor should participate with the kids in the cabin and do most of the things with them . . . like helping play a baseball game against another cabin . . . in this way the cabin will always do things together and become a good group.

He should have a sense of humour. That doesn't mean that he should be as funny as Bill Cosby, but he should be able to appreciate the humour of the campers. (continued on page 13)

Winter Camping

by David Loewen
Director, Camp Arnes, Manitoba

It's the "in thing" and rightly so. Canadians have a great country — far beyond the horizons of two short summer months. Each season has its very own grandeur and we come to experience and enjoy that grandeur more fully as we retreat into it each time its mood changes. Canadians are increasingly becoming excited about the opportunities of the so called "off-season". Winterized cottages, and heated campers, adult snow suits, the demand for more ski slopes and the era of the power toboggan are evidence of the changed attitude; "Why fight the cold? Enjoy it!" And camps should be leading the way into four seasons camping. Camp Arnes (Manitoba) is in its third year of winter camping now. The demand for rental facilities is so great, we found, that we have opened a second site for winter use. Many camp directors have inquired about the mechanics of off-season camping; let me state the most common queries and respond to them.

Who Is Interested In Winter Camping?

Predominately high school and university students, church youth groups, clubs of various natures, private and public schools, and adult conference groups. Any existing group or club is likely to be in the market for a retreat at a camp. But you, the camp director, must awaken this dimension in the group, and excite it about the possibility of a retreat at your camp. The initial selling job must be done by you.

Do You Run Your Own Programs?

Definitely! Our summer campers are "our groups" and they like nothing better than to see and enjoy "their camp" in its winter splendor. The same holds true for your staff. They look forward to a week-end back at their camp in winter. We run our own winter retreats for our teens campers, families and couples on a regular basis. We wouldn't miss this follow-up opportunity. There's a place for winter retreats for children ages ten to twelve also but this requires more and better trained staff.

What Do Winter Retreat Programs Consist of?

This will depend largely upon the natural resources of the individual camp site and the purpose of the retreat. Slopes for tobogganing, tubing or skiing are a real attraction. Ski equipment and the operation of ski tows isn't cheap. It's much more economical to bus the retreaters to a near-by existing tow. But it's a good idea to invest in snow shoes. Snow shoeing is quickly learned and opens up otherwise impassable hiking areas. Ice fishing, skating, broom ball, and snow sculpturing afford a great deal of recreation. (Visit the curling rinks for their discarded brooms — they're ideal for broomball, and free). And don't overlook survival stalking and campcrafts. Cooking over an open fire in the snow is great excitement.

Program planning is as important for a winter week-end as it is for a summer encampment. Whether or not you are responsible for the program, you will have to be instrumental in the planning. You know what can be done on your site, the renting group probably doesn't. You know what it takes to operate a safe, balanced program, you've done it before. Many youth groups or club leaders have the funny notion that the kids will get maximum enjoyment without a planned program; such groups we **do not** permit to rent our camp. Where there is no program there usually is a high degree of misuse of camp facilities as well as more opportunity for accidents. And I personally feel the goals we set for our camping programs during the summer, are also realistic for winter week-ends. There should be meaningful interaction leading to personal growth; and in the case of church camps, spiritual growth. Church related camps can program for very attractive week-end conferences, focusing on a chosen key note speaker.

What Type of Facilities Are Required?

Work with what you have. Any well-built cabin is probably worth winterizing. We have found propane heat more practical than electric heat because it provides instant warmth. Electric heat is very slow, although in milder climates this may not be that imperative. Or, if you don't mind chores, oil space heaters can be picked up cheaply and are very quickly installed into a building. Cabins work out just as well as dorms. We have no running water during the winter at our camp and the campers like it that way. We are fortunate enough to have an artesian well which flows year-round, but we discovered campers are quite ready to melt snow for their water supply. Furthermore, if you have running water, you will have to heat your building all winter, or drain the pipes each week-end. One is costly, the other time consuming; therefore we prefer to carry all our

(continued on page 25)

HOW I COPE WITH A HOMESICK CAMPER

by Donna Richardson

(19 year old counsellor at Camp Ouareau, Quebec)

The last of twelve plates of dinner has just been served and you are taking one swift glance at the faces surrounding you before beginning to eat. Your eyes are arrested by one small figure, huddled in her seat, head bowed. You know that you will see a tear-stained face when that head is raised.

Homesickness is felt most intensely at certain periods of the day, and one of these is mealtime. The gnawing realization that she is alone in the midst of a great many strangers becomes most painful to the camper then, and can no longer be stifled.

In a situation such as this, I take the time to be alone with the child as long as she needs me, (even if we are missing lunch). This means until those heartrendering sobs have ceased, and she is able to resume camp activity. She leaves me bearing at least the potential for a smile.

I am always kind and patient during our conversation. This is not the occasion for sharp words or harsh remonstrances. She will not be able to "snap out of it" quickly. Rather, she needs time to tell you what is bothering her and time to be comforted.

It is important to remain cheerful. I remember to compliment my expressions of sympathy and concern with a smile, not wishing to increase her unhappiness by looking depressed myself.

I also believe that you should touch the child physically as well as mentally. I am not afraid to put my arm around those quivering shoulders, or to give her hand a friendly squeeze. It is comforting to a child to have the hair which may be clinging to her flushed face brushed away, and to have the tears wiped from her eyes.

The actual pattern that I follow when "coping" remains fairly constant. I begin by innocently asking what the trouble is. The fact that you don't consider this camper a 'homesick type' may inspire her to regain her composure more quickly.

When I ask the camper why she is homesick, I can count on one basic cause being revealed; she has not made friends with the other girls. Because she is lonely, she is not making a very determined effort to adjust to camp routine, and has convinced herself that she would rather be at home. 'Home' is often symbolized by her favourite pet, brother, sister, or parent.

I cope with this situation by working on the premise that children have a deep sense of loyalty and responsibility. I remind 'Mary' that her parents sent her to camp because they thought that she would enjoy the experience. They would be unhappy to know that this was not so; therefore, she has an obligation to like camp. (It is my hope, of course, that this seeming burden will quickly change to pleasure).

In the course of our conversation, It is often revealed that Mary's father would like her to improve some skill while she is at camp; for example, swimming. Again, her parents' hopes can be an incentive for Mary to 'like' camp.

Thus, I listen carefully to what the child is tellme for clues which will enable me to offer suggestions to make her future at camp seem brighter.

However, having calmed the child and given her the motivation to be happy and to achieve, I must also guide and support her in obtaining these ends. With some behind-the-scenes manipulating I may be able to 'find' this lonely one a friend. I keep her spirits buoyed up with a cheery 'hello' whenever I see her. I alert other counsellors to the situation so that they may give this child the extra attention which she needs.

When fate gives me the job of coping with a homesick camper, I consider myself lucky. For I have to overcome my own awkwardness and embarrassement in reaching out to help another human being. In the process, we become special friends throughout the whole camp period.

It is reassuring that homesickness can be cured quickly, if not instantaneously. When a child is happy, problems that once seemed so serious are completely forgotten. As counsellors, seeing that each camper is happy, is "our business". The steps that I have taken time to record here will merely compliment your own instinctive ability to 'cope' with a homesick camper.

THE MISERABLE HOMESICK CAMPER

by Lela Shepley
(17 year old first year Counsellor at Camp Northway, Ontario)

Homesickness is one of the worst feelings a person can experience. I know, because I spent the first two and a half weeks of summer camp wishing to Heaven that I wasn't there and that I could be home in a nice 'civilized' atmosphere. However, I was extremely lucky in that I had a lot of understanding people around who eventually eased that gnawing knot in my stomach. They stopped my crying and coaxed me to come out of my tent and enjoy myself.

And I did enjoy myself. I grew in so many ways, and returned to camp the following five summers eventually becoming a counsellor. Although I would never want to repeat those horrible two weeks again, I'm thankful that I had the experience of being homesick. It gave me an insight to all of the frightened and miserable campers I have encountered. Here are a few of the ways which I've found to be helpful in making a camper more comfortable and at ease while being in the throes of wishing for home.

First of all, attention is what counts. And I don't mean the kind of attention where a counsellor or another camper says, "What's wrong with you? You're too old to be homesick, and besides, you're not giving this place a chance. All the rest of us love it. You would too, if you'd only try". And don't dismiss it with, "You'll get over it!"

This approach is all wrong. A person is never too old to be homesick. Whether you're five or fifty, you can still feel the pangs of longing to be where you are most at ease.

Secondly, when someone says, "Give this place a chance", that automatically makes the camper hate it even more. No one likes to admit it's her own fault when she's not enjoying something.

Lastly, don't say, "EVERYONE loves it here, why don't you?" That only makes the camper feel even more out of place and that she must be 'weird' if she's not like the others.

So you see, there is a wrong and a right approach.

What I have done with homesick campers is first talked to them when I realized they were unhappy. A lot of people are ashamed to admit they're homesick, so you have to keep an eye out for them. I've always told them that what they were feeling was quite familiar to me, and then I'd tell them about how much I hated my first time away from home. This sets up an atmosphere of trust and usually the unhappy one opens up quickly.

If you can pat her hand and LISTEN, she will usually accept what you then have to tell her if you can gently persuade her to avoid being alone as much as possible, and get her to participate in as many activities as she can, it helps. It's especially the time a homesick camper spends by herself, doing nothing, that lends itself to her thinking about home and all the comforts it offers. But for heaven's sake, don't persuade her into anything she doesn't want to do.

Tell her that you are always ready to talk to her if she feels lonesome, and tell her to find you as soon as she begins to feel uncomfortable. Be ready to live up to that promise. Don't ever say, "I'm too busy. I'll talk to you later". What a confidence destroyer! Be around as much as possible and ask other understanding campers to include the unhappy one in as many things as they can. This not only includes the planned activities but also the spontaneous get-togethers and 'bull-sessions' . . . A camper, when asked by one of her peers to join in something, will usually go, and she might even have a good time.

What I'm trying to say here is this: be as generous, loving, and understanding as you can be. Be there when someone needs you and listen to what she has to say. Deal with her as straightforwardly as possible; don't cluck your teeth and say, "Gee, what a shame". TELL her how much agony you suffered, tell her how much you wanted to be home, tell her how much you hated it. In this way, she'll know you care, you UNDERSTAND, and that you're willing to help. What a homesick camper needs (and having been one, I think I can say this in all honesty) is to know someone is there who really cares. Even if this knowledge doesn't cure the homesickness completely, it usually eases it a little until the camper can handle it herself . . . and that can make all the difference.

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J.H.E.

THE ART OF TEACHING NONSWIMMERS

A report of an article published by Cressy A. McCatty, School of Physical and Health Education, University of Toronto, in the 'Research Quarterly' titled, "The Effects of the Use of a Flotation Device in Teaching Nonswimmers." His studies showed that there is no evidence that the use of a flotation device accelerates the learning process of non swimmers. However, there was a statistically significant difference between the scores of pupils taught by two different instructors. In other words, it did not matter if a flotation was used or not, the significant thing was the quality of the instruction provided by the individual instructor who, of course, vary tremendously.

J.H.E.

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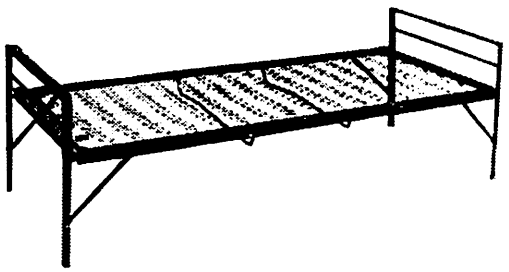

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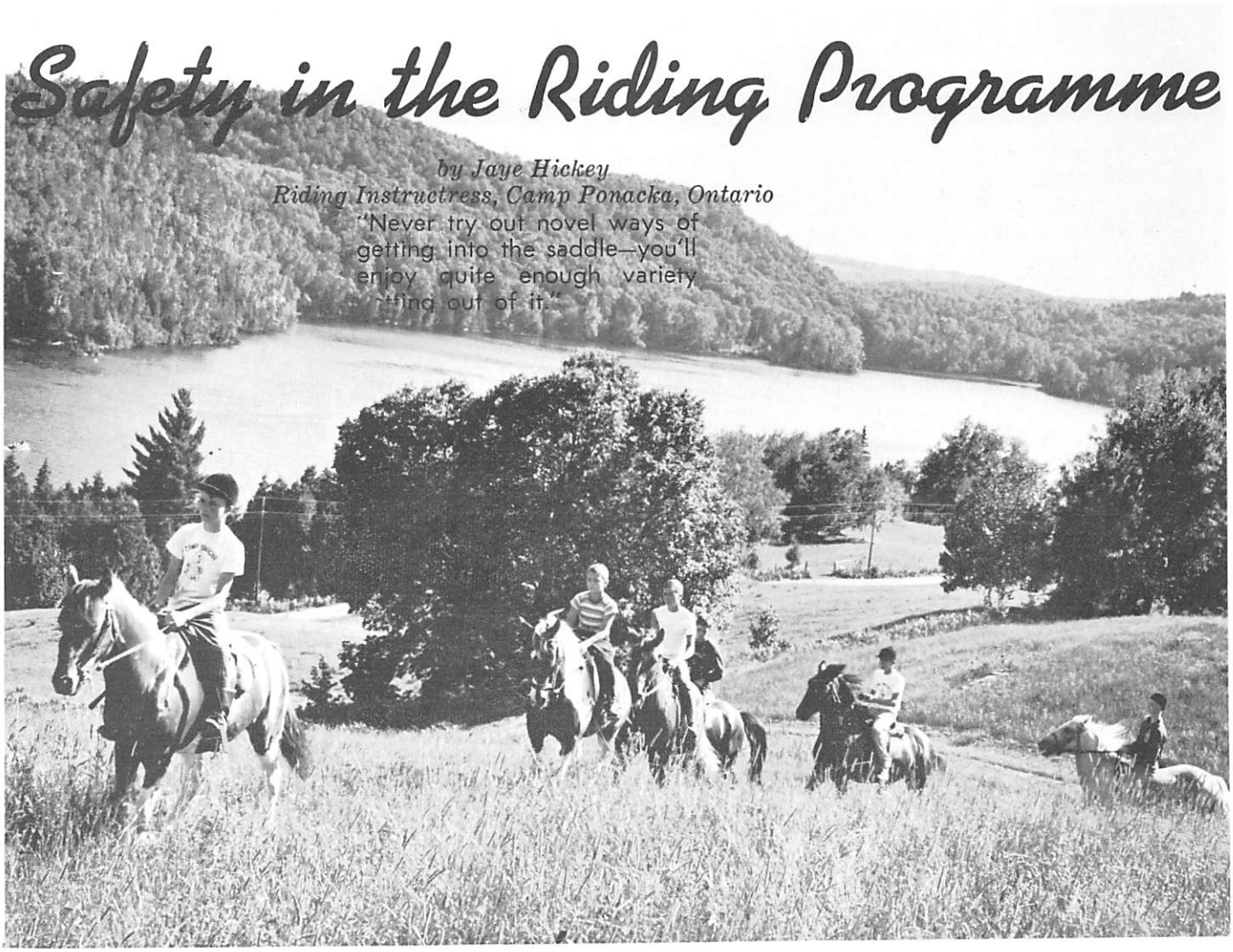
Safety in the Riding Programme

by Jaye Hickey
Riding Instructress, Camp Ponacka, Ontario

"Never try out novel ways of getting into the saddle—you'll enjoy quite enough variety ~~~ting out of it."



Perhaps the most valuable lesson learned through any riding programme is the proper application of a rider's instinctive "horse sense" and its cultivation through a proper programme of study and experience.

In all areas of horsemanship, the correct and therefore the safe way must be demonstrated or taught. This should be the basic aim of a riding programme in the camp setting. It is unrealistic to hope that two weeks, even a month, can produce polished equestrians. Therefore, camp riding should aim for the more functional and desirable end — that of basic safety.

It is logical to assume that the amount of enjoyment, or fear, a camper experiences will depend on the degree to which a programme is safety conscious. How many children have shied away from the stable due to a stepped-on foot or fall from a loose saddle? These types have suffered enough from carelessness and the only way to dispel fears and repair confidence is to teach a visibly safe, correct manner in dealing with horses.

Initially, a basic understanding of a horse's mentality should be explained to the potential horseman. It is ineffective to merely state, 'speak before approaching, speak before handling, speak before moving' and expect a child to benefit more than by the advantages gained by memorization of a set of rules. A horse has an entire psychology surrounding this type of handling method. A horse learns from the voice intonation and manner of speech. He learns from the voices of persons from whom he can expect kindness. Another example of the same type would be the ability to understand that a horse is very much a creature of habit; he favours the same thing done in the same way and at the same time each day. Knowledge of this will decrease chances of a child being kicked or bitten due to an unfamiliar action or handling routine by the rider.

It is always a safe suggestion that when working with a strange horse, work from the near-side as most horses are conditioned to extra action on this side.

A realization of the psychology of a horse's actions will often prove to calm an inherently nervous rider. Typically, a frightened child is instantly relieved, forgives, and at times feels a great sympathy for a horse who has just tossed him when he is told that

the animal shied because he was frightened. It comes as no surprise when he shows up first at the stable, confidence restored, and asks for the same 'ornery' horse.

It is of prime importance that the stable be kept clean, uncluttered and relatively neat in order for an efficient and safe arrangement. After all, this is where 95% of the horse and riders time is spent. Well fitted helmets should be worn at all times, even when not mounted, for protection against bumped heads when in the stall. There are various types of hats, but possibly the best is the schooling helmet. This hat is not only impervious to weather conditions but also comes equipped with a chin strap for added security.

Campers should be warned of the dangers of loud or sudden noises that may disturb the horses, also of trying to hand-feed nippy ponies.

In standing stalls, shanks should be adjusted to an acceptable length. A shank loosely tied facilitates bullying and injury occasioned by neck biting or rope galls. In tying up a horse, it is best that some recognized form of quick-release knot be employed. Horses should ideally be crosstied in the aisle or box stall when grooming or tacking up in order to discourage crowders, biters, or pushers.

Extra care should be taken to inspect tack before the horses leave the barn if the campers have been allowed to tack up by themselves. Loose girths, a twisted curb chain or saddle pad can cause falls for the rider or unwanted irritation for the horse. The abrasion from any ill-fitted saddlery ultimately results in the loss of the horse for days at a time.

It is advisable before the opening of the summer camp that all tack be checked for faults. Saddles which pinch the withers, or are overdue for restuffing, any broken or decayed stitching or leather are all common faults which, when not checked before camp, cannot be corrected. In these cases you will run the risk of falls, or saddle galls and sore backs due only to the lack of foresight.

Stable utensils e.i. brooms, pitch forks, hosepipe, buckets, should be hung on special hooks placed high up on the wall when not in use to minimize the risk of injury.

A well stocked, well organized medicine cabinet should be maintained in a restricted area for easy access when an emergency arises. Any type of medication is potential danger in the hands of the inexperienced. A carelessly applied bandage can cause permanent damage to a tendon or cause irreversible flaws in comformation (leg rings caused from an overly tight bandage).

Horses are no exception when it comes to the fear of fire. It may seem redundant to vocally forbid smoking in the stable area, but a careless stableboy (word option; "counsellor") or a forgetful visitor are

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enoungh reason to warrant a NO SMOKING sign.

Children, in their eagerness, often forget obvious rules set up for their own safety. A disgusted look or disheartened moan is not enough to jog the memory of even the keenest riders. Constant reminders, verbal and visual, are in order for safety's sake. Helmets kept in clear view of each camper as he enters the stable or a red ribbon braided into a kickers tail are clear warnings of the potential danger inherent in all barn settings.

In The Schooling Area

Campers should be taught to be quick, quiet and efficient in mounting procedures to alleviate the pandemonium caused when ten riders all desperately require the assistance of one instructor. It is at a time of confusion such as this that some one is stepped on or a horse trots off into the barn with his rider.

It is good practice to start each lesson with a series of warm-up exercises. These tend to get the nervous child's mind off the horse and on his own performance. The horse senses the relaxation of the rider, and consequently calms down. These exercises also make the body more supple, so that strained muscles or, in the case of a fall, bruises or breaks, will not occur as frequently.

During walking instruction the riders should distribute themselves evenly around the arena and there should be, mininally, one horse length between horses at all times. During more progressive gaits the ride should stay grouped with only the first horse moving off at the fastest pace. Not until he has met the end of the ride does the next rider proceed. Strict adherance to this rule negates the possibility of "races", fighting, bucking etc. which inevitably occur when the instructor commands, "Everyone canter".

All artifical aids; whips, crops, spurs, should be kept out of the hands of the inexperienced. The natural aids; legs, seat, hands and voice, should be learned properly and efficiently first, and under no circumstances should a psychological dependance on artificial aids be tolerated.

On the Trail

It is particularly essential on the trail that each and every rider have his horse sense tuned to high. Various, seemingly insignificant, occurances can cause near disaster. One startling bark from a dog could set the entire ride on a terrifying gallop. The thoughtless instructor who crosses rough terrain or performs manoeuvers beyond the abilities of his riders or horses, is almost assured of an injury, if not physical then a mental scar of fear to a child.

The items to be checked before the start of a trail ride would include a check on girths and the proper stirrup length (one shorter than schooling length, two shorter than dressage length), a check for correct and securely fitting hats, and, for potential trouble makers, a check of all red warning ribbons.

It is a good practice to remind the riders of the thoughtlessness of crying 'wolf'. On the trail, novices especially tend to get overly excited with the novelty of the situation, and upon any irregularity they shout for help. It is all in good spirits but on a long ride with a large group, it can be a constant heart stopper for the concerned instructor. A quiz on the types of vegetation or a game or song should be used to occupy minds, keeping all spirits channeled into a worthwhile learning experience rather than on exhibitionism.

A martingale or neck strap is advisable for the younger or inexperienced rider or on a horse without a mame. When travelling over hilly, trappy country it is almost essential for the riders' security.

There are many more facets of riding safety which well deserve attention. Those cited are merely an indication of the great responsibility a riding programme holds for the safety of all concerned. If the programme is based on common horse sense and if all possible precautions are taken by the instructor to teach a correct and safe method in dealing with horses, riding can be one of the most valuable and rewarding camp experiences.

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In Memoriam

A TRIBUTE TO MRS. TAYLOR STATTEN

Written at the request of Canadian Camping by Mr. Charles F. Plewman

With the passing of Mrs. Taylor Statten, there went from our midst the surviving partner of one of the most remarkable teams in Canadian Camping.

Camp Ahmek for Boys, and Camp Wapomeo for Girls will live as a monument to their foresight and love for boys and girls. If Taylor Statten by nature and temperament was destined to work in the limelight, Tonakela, by the same token, was ordained to labour behind the scenes.

As I recall it, it was Taylor who decided to launch a camp for girls, a girls' camp that would be different in that it would mesh activities with the boys at Ahmek, but it was left to Tonakela to make a dream come true.

While the next noticeable legacy left by the Stattens was their camp in Algonquin, their greatest contribution was probably made through the camping movement as a whole. Certainly no married couple throughout the first fifty-five years of organized camping in Canada contributed as much to its enrichment and growth.

My foremost impression of Tonakela throughout all of the years was as the faithful team-mate and supporter of her husband in everything he stood for and tried to

achieve. Her steadying influence must have been a great source of strength to Taylor who was cast in a more adventurous mould.

Behind most men there stands a woman. In this case, Tonakela, a quiet, unassuming person whose contribution was greater by far than one might suppose.

(continued from page 4)

A **really** serious counsellor TAKES THE FUN OUT OF CAMPING.

I like a counsellor who is strict but manages to control the cabin, without us knowing it.

One counsellor I had used to get us to clean the cabin by appointing a 'DIRECTOR OF FLOORS' . . . 'A SUPERINTENDENT' etc. . . . This way cleaning the cabin was always fun and we didn't mind doing a rotten job . . . besides we usually won the 'CLEANEST CABIN' award.

This same counsellor used to tease us into doing things . . . LIKE . . . on a canoe trip he would get us moving at top speed by challenging us to see who was the strongest.

I like a counsellor who takes an interest in what we are doing EVERY DAY . . . for example . . . how we are doing in our crest work, **and** if we need some help . . . giving us a hand.

I like a counselor who not only does a lot with his cabin, but is active in other parts of the camp . . . LIKE doing skits in the dining hall . . . OR . . . helping in a section programme . . . HE makes the cabin proud that HE is THEIR leader.

IAN—I am going to talk about things that I don't like in a counsellor.

If HE doesn't associate very much with the cabin, then the kids go off on their own, OR, join a better cabin for some things, and THEY never become a close cabin group.

Most of the cabins like to compete against each other and the counsellor should help win these matches.

One counsellor at camp used to sit down every time we had a race, and watch us run all over the place, like on a treasure hunt and NEVER help us at all.

If a counsellor is TOO strict, then everything becomes a chore and it isn't fun anymore . . . it means everything has to be done HIS WAY and

sometimes the campers, who have some pretty good ideas, can't say anything.

If a counsellor is lazy, then the cabin gets lazy too. . . . If he sleeps in, so will his campers . . . this means they are always late for breakfast and interest groups and it usually takes them longer than anyone else to do things . . . IN OTHER WORDS . . . they miss out on a lot of things that other kids get to do.

This has been pretty hard to talk about because MOST of my counsellors have been good, and, if you have a good counsellor you will do anything for him.

NEIL—Programmes are important at Camp. . . . I am going to tell you about the ones that I really liked.

Anything competitive is really good . . . like sports . . . capture the flag . . . or hunt the staff.

However, sports are JUST AWFUL if they are done on a really hot day . . . then they are better if they are held in the evening.

Campfires are always fun as long as you don't just sit around and sing songs or tell stories . . . I like playing Pat and Mike, or challenging other kids in Indian Wrestling . . . Campfires are always better if you can participate.

I also like to eat to campfires.

Once every two weeks at our camp we go on an all camp cook out. These are GREAT because you get as much to eat as you want, and, you cook it yourself. If you don't go on a cookout at your camp you should try to get one. . . . We all thought these were great at our camp.

All camp programmes are usually pretty good . . . like regattas on the waterfront with races in swimming and canoeing . . . OR a special day like a carnival. Then the whole camp takes part.

I really like hoax programmes. . . . Last year there was a mysterious PACKASORUS wandering around. . . . He could be identified by the pack on his back and by the fact that he ate paper. . . . Well . . . we finally found paper trails all over camp which would disappear on the beach in the woods. . . . The whole camp really looked hard for him and we finally caught him. . . . It was our Director sitting in a tree with a pack on his back and with paper strewn all over the ground. It was a great program, and besides . . . we got all the papers picked up around camp.

IAN—Both of us like interest groups to go to in the morning.

One camp that I went to didn't have any and I didn't like it.

Our camp has these interest groups . . . swimming . . . canoeing . . . sailing . . . campcraft . . .

handicrafts . . . nature lore.

You are free to go to whichever group that you want to . . . and no one makes you go. . . . I think that you should be free to go where your interest lies.

I really like the idea of crest work.

We have three levels at our camp . . . an easy . . . a medium . . . and a hard level . . . There is a lot of incentive to earn a crest and this means that you will eventually go to all of the interest groups because these are where you will learn the things that are required.

It also means that we learned things that we might not have on our own . . . like nature and astronomy.

The crest work was up to us . . . we could do it or not. . . . Most campers do it because it is a good challenge. . . . It also made us better trippers because we learned axemanship and how to pitch camp really well . . . This way we got more out our canoe trips.

NEIL—Both Ian and I really like camping. . . . We go back because we have a lot of friends there . . . people we have met from all over the place.

We also go because it is lots of fun and because there is much more to do than in the city.

If YOU are going to be a counsellor this year, we hope you have a good summer and we hope we have helped you a little by telling you what a camper wants. . . .

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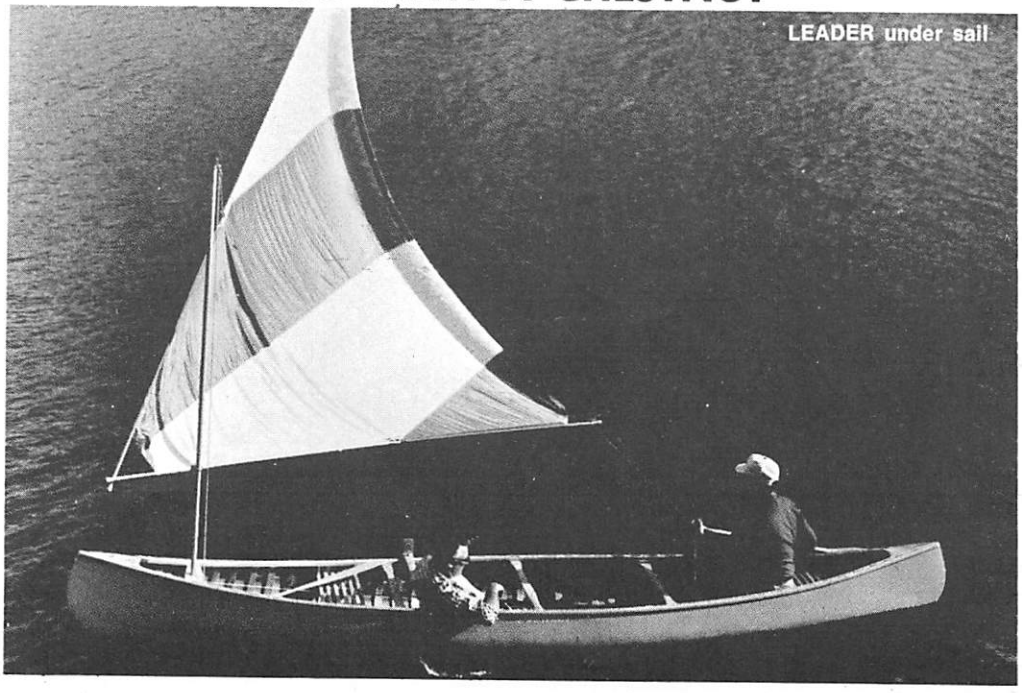

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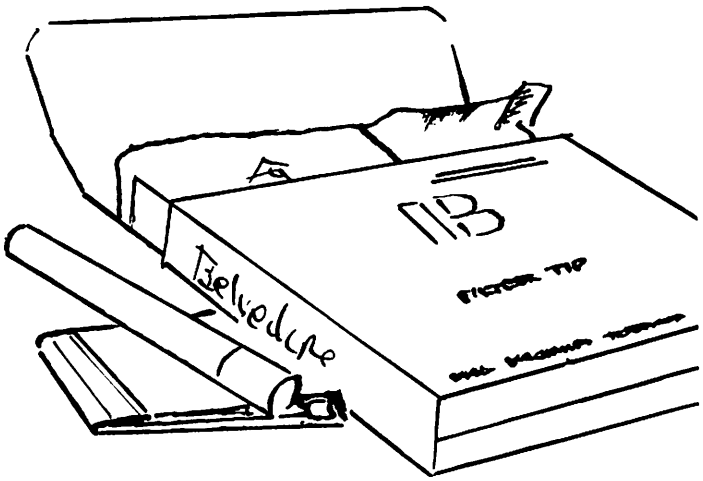
RECENT STUDIES ON THE EFFECTS OF NICOTINE AND SMOKING

by Dr. J. H. Ebbs

The electroencephalogram which records electrical waves from the brain shows that Nicotine activates, but too much Nicotine given to experimental animals causes convulsions. It has been demonstrated that Nicotine prolongs the transient state between alertness and sleep. It has been discovered that there are two things in tobacco smoke which produce major effects, one is Nicotine and the other is muscarinic drugs. Nicotine improves various types of performance, however it may also disrupt performance in some people. It can produce central alteration in the brain.

Radio-active Nicotine injected into mice results in the concentration of Nicotine in the brain which disappears from 30 - 60 minutes. After 20 minutes, the Nicotine is being metabolised, in other words, changed in the body. The mild excitory action of smoking is due to the action of both Nicotine and muscarine while the inhibitory action is due entirely to muscarine which follows later.

It has been demonstrated that Nicotine stimulates respiration, increases blood pressure, inhibits the knee reflexes, may cause knee twitching, and accelerates blood flow to the brain. The smoker



who smokes an average amount, experiences a brief wakeup effect, followed by mild central nervous system depression which is transient. Large doses of Nicotine results in depression. Tests on drivers of motor cars shows that smoking produces no difference in ability or alertness in smokers and non-smokers, but when smokers are deprived of smoking, they show more 'tracking' and produce more errors in vigilance. Another interesting finding, was in experiments with monkeys. When they become addicted to smoking, they much prefer the pipe.

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Now at my camp . . .

Joyce Bertram, Camp Ouareau

I have always had a horror of hearing a child say "Oh nah, it's just like school" whenever anyone suggested that he or she should go to camp in the summer. When eyebrows are raised in scandalised astonishment, he usually goes on to amplify it with some camp programs made up ALREADY, and some play baseball when they blow a whistle and go to canoeing at the same time every Tuesday and Thursday."

Let's be honest, Camp Directors — aren't some of the camps that you know of run like that? Are'nt some camp programs made up ALREADY, and some Program Directors know NOW just what Bunks 4, 5 and 6 will be doing on Wednesday, July 15th from 10 to 11?

Perish the thought, say I!

Camp Directors are always walking some sort of tightrope, it's what keeps us young. An example with which I am sure you are familiar is that of trying to convince your bank manager that you NEED that holiday in Jamaica. It makes you a better camp director, ergo a better camp, ergo more dough, ergo the loan is paid off sooner. The bank manager, on the other hand is saying that if you would ONLY keep your nose to the grindstone. . .

Another tightrope we all have to walk is that of giving parents value for monies received and at the same time letting the kids do their own thing. Any of you who have experimented with "camper-planning" have realized that this means no one gets out of bed before noon and that "your own thing" is usually something which can be done better and/or cheaper in the city. Be that as it may, we have a responsibility to parents to come across with the goods which we advertise in our brochures. Honest answers from parents usually boil down to "getting along with others, self-reliance and improved physical skills." Okay, so how do we actually provide for all these things in our program?

I don't know and I have been trying to find the answer for sixteen years as a Director and about the same number as a counsellor. What am I, a slow learner, maybe?

At Ouareau we spent years letting the campers choose what they wanted to do every period of every day, six days a week. Sundays I ran the show. Me and God. And then I realized that this was not fair to the staff. When a different child showed up for the activity each day of the week the staff had no feeling of accomplishment, no feeling of continuity and no reason to make out a lesson plan or a cohesive method of teaching. No dice! Out!

Another thing we discovered, (and those of you who are practising psychologists as well as Camp Directors (and which of us isn't?) should have been able to tell me long age) — the kids themselves didn't get too much feeling of accomplishment. They often went home with a lopsided basket and a half-ass copper bracelet when what they really wanted was their Senior Red Cross and their Skipper.

One of the few things which I have learned in my million years of working with kids is that THEY LIKE RULES AND REGULATIONS AND LIMITS. Partly because they like to be able to fight against them: there is no fun in fighting a cream puff. But partly it is because they want to feel that someone is interested enough in them to INSIST that they make the most of their God-given talents.

When nobody DEMANDS anything of me, I don't give it — do you? Are kids so different?

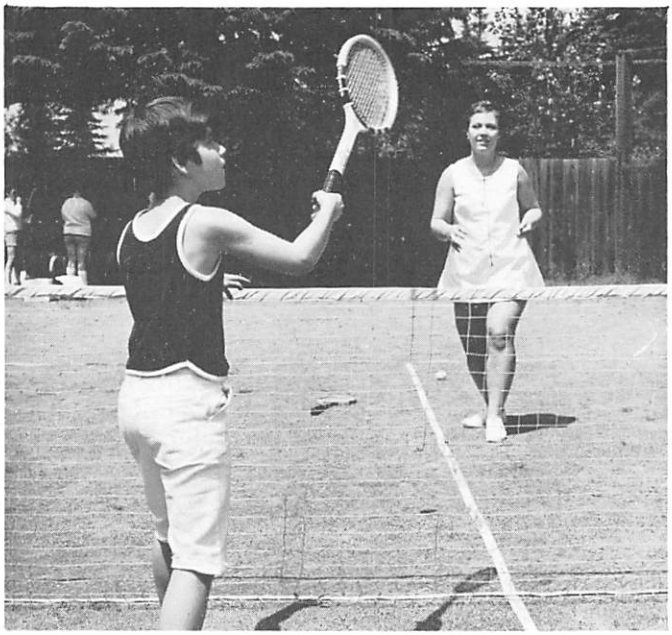
So now we have changed our program (and here I come to the point of this whole article — almost worth waiting for). We offer a lot of choice but that choice is between a number of things. It is never between something and nothing. . Give a kid a chance and he'll choose nothing every time! (Anyone who wishes to dispute this with me is welcome to do so).

We haven't got the answer at our camp, and if you're honest, you'll admit you haven't got it either. But this is how we try to do it. Our general structure changes each year with the staff who administer it, but roughly, here's the idea.

A camper in our Intermediate and Senior Sections may choose two activities on which she would like to concentrate for the next week. Along with an instruction swim, these three things make up her morning program. During the afternoons many of these same activities are offered again with the addition of diving, synchronized swimming, dramatics, photography, modern dance, music, poetry, nature lore or whatever. Any kid who has a bent in that direction can so bend.

The next week the campers choose two more activities (one may be a repeat from the week before). Afternoons are free choice again — followed by a play swim. In this way, if a camper is mad to get her Master in canoeing, she can paddle every morning and afternoon, but if she wants a change of pace, it's there.

Two or three evenings a week there are Section programs where Juniors, Ints. and Srs. plan their own



program with their own counsellors. Two nights a week there is a big All-camp program. Monday night is Cabin Nite when each group of four campers does what it wants along with its own cabin counsellor, Saturday is usually dramatics and Sunday is a special quiet time with music and poetry and story telling around the fire in the Lodge. And there you are — all nine nights of the week looked after!

The Juniors' program is as spontaneous as the staff who run it. Boating and swimming are the only "musts". Otherwise, anything goes, from puppets to frog catching, to mountain climbing or finger painting.

This isn't ideal but it's as close as we can get. There is no coercion to take a certain activity. Campers make up their own minds what they want to do. The only thing which is "encouraged" (and there's a euphemism, if you like) is instruction swim.

I feel that my program as it stands now offers "getting along with others" because the child chooses on her own and meets campers from other sections and age groups and levels of ability. Having chosen, she is stuck with it and it's up to her to "get along".

And here I want to digress for a moment to tell you an anecdote from my childhood which I discovered, to my wild delight, has the same impact on kids to-day. It was Sunday chapel and I was telling the campers about a favourite maxim of my father's (a staunch Scotch Presbyterian). He told me of a rabbit who was being sorely pressed by dogs and so in desperation it climbed a tree. As most children would, I said the obvious thing "But Daddy, rabbits don't climb trees." "This rabbit," he replied solemnly, "THIS rabbit had to!" Perhaps this little story doesn't grab you or hit you where you live but it caught on at Ouareau last year. It became a talisman for every youngster faced with something difficult — whether it was a Red Cross test, a first night on the stage or sitting at a new table in the dining room. "THIS rabbit had to." It is the basis of my own philosophy of life and I am delighted to think that some of my campers and staff feel the same.

But we digress — back to "What Parents Expect of a Camp".

The "self-reliance" which parents think is so essential comes because of the unique (I think?) arrangements of my campers and counsellors. The campers live in tent or cabin in groups of four. Their counsellor lives close by with her own contemporaries in groups of three or four — close enough for supervision and safety but not close enough to medite every quarrel or referee every fight. The child who has had the universe resolve around her until now suddenly discovers that there are other people in the world and that she MUST co-operate with them or be miserable. When she does, they co-operate with her and democracy is born.

The child who is terrified of insects, the dark and strange noises in the woods suddenly discovers that she has no adult to Stand Between Her and Life and that she must make her own decisions. She discovers untold depths of courage and resourcefulness that she didn't know she possessed. She discovers a sympathy and an empathy for others which were

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beyond her imaginings. She is kind to the kid with acne and discovers that this same kid doesn't mind that she, herself is fat. No adult can teach them this. No sibling who can rush to mother for comfort can open this world for her. It can only be opened by a stranger who suddenly catches one's disinterested interest.

The "improved skills" usually follow as a result of the concentrated effort on the part of both camper and instructor. With small classes — never more than four to one instructor — the youngsters really acquire an interest and a skill which often last them well into their adult life.

There is lots of room for democracy in my camp program. (I was always particularly fond of one Program Director who lowered herself sadly into a chair next to mine and said "Democracy takes SO MUCH LONGER, doesn't it?) The campers elect their own Camper Council and it is they who decide about big programs or projects in which they are interested. They plan their own Cabin Nites, they plan their own campfires and stunts and (heaven help us!) they have even been known to write their own plays. They put out their own newspaper and they write their own ghastly folksongs which they sing with their own equally ghastly guitar accompaniment. BUT . . . (and this is where I come in) . . . qualified people are on the staff to teach them and we jolly well see to it that they LEARN, for at least part of the day. How else can we possibly justify our enormous fees! ! !

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HOW WE RUN OUR DAILY PROGRAM

by Colin Hatcher

Director — Camp Keewaydhin, Edmonton, Alberta

Camp Keewaydhin, Y.M.C.A. of Edmonton, has as a basic philosophy of program — a camper centred approach. This does not mean of course that there is no structure or guideline to support the camper centered approach. The Keewaydhin program has several "'givens" which normally don't change from day to day. Meals are at a scheduled time unless a group plans to eat out or is on an out-trip. The second given is the fact that time is allotted each morning for camp and cabin clean-up. The third given is that an hour's rest period is generally observed each afternoon for groups staying in camp. The fourth given is the fact that junior campers get 9-10 hours sleep each night and senior campers, 11-13 years old, get at least 8 hours sleep each night. These givens are flexible if campers wish to plan special events and many of these givens don't exist while campers are on an out-trip.

Counsellors take time each day to talk to their campers about program at camp. If they wish to participate in camping skill sessions, such as archery, riflery, canoeing, boating, crafts, etc., where a limited number of campers can be accommodated at a given time, the counsellor makes a note of these and the times the campers prefer. After supper each day, one of the Section Directors clears the chips from the "sloosh" board. Each Counsellor then bids for time for his group by placing chips on appropriate spots on the board.

Counsellors accompany campers to each activity area and act as the resource person for the campers in that area. Equipment is picked up from and returned to the program equipment cabin by the group using that equipment. There are two one hour activity periods each morning, three each afternoon and one in the early evening.

Bidding for time in the "sloosh" board is tight when all groups are in camp. However, as groups leave for out-trips, it is not unusual to have one of the remaining groups take two consecutive periods on the "sloosh" board to get a longer period of time at the activity of their choice.

Camp Keewaydhin, Y.M.C.A. of Edmonton

Sloosh Board

CABIN GROUP

PERIOD	ACTIVITY	1	2	3	4	5	6	7	8	9	10	11	12
1	ARCHERY												
	AXEMANSHIP												
	BOATING												
	CANOEING												
	CRAFTS												
	NATURE LORE												
	ORIENTEERING												
	RIFLERY												
	SWIM INSTRUCTION												
2	ARCHERY												
	AXEMANSHIP												
	BOATING												
	CANOEING												
	CRAFTS												
	NATURE LORE												
	ORIENTEERING												
	RIFLERY												
	SWIM INSTRUCTION												
3	ARCHERY												
	AXEMANSHIP												
	BOATING												
	CANOEING												
	CRAFTS												
	NATURE LORE												

A DAILY PROGRAMME RESUMÉ

by Mary Jane Sanderson, Camp Wahcahmie

Wahcahmie, a small camp with a capacity for 48 girls, takes a great deal of interest in the individual needs of each camper. Therefore, the daily programme is varied from day to day, seldom following the same pattern. Activities such as Wilderness Survival, (which includes Campcraft and Orienteering) Canoeing and Swimming are provided along with Sailing, Waterskiing, Aquaplaning, Archery, Oil Painting, Synchronized Swimming, Diving, and Junior Program.

Junior Programme is mainly for the younger campers between the ages of 7 and 10. However, it is often so interesting that many of the older campers take part. For instance, last summer the camp group decided to hike to our beaver pond. Several hours later, they returned laden with 22 varieties of mushrooms, plant life, mosquito larvae, swamp gas, etc. They then spent the next few hours labelling the specimens (which meant searching through the nature books) and made an attractive display. A wonderful example of education out of the classroom! The younger campers return from many a jaunt laden with weeds and tadpoles for the aquarium and other objects of nature which they then use in their nature craft program. The younger campers are involved in this type of program three times a week or more.

There are 3 periods in the morning — Canoeing and Wilderness Survival and Swimming. The campers are divided into 2 groups according to their ability in Canoeing and Wilderness Survival. They rotate the first two activities; at the same time some are at Sailing, Waterskiing and Aquaplaning. In this type of a set up, they are acquiring the skills necessary for tripping but, at the same time, they are experiencing a variation in activities. In the last morning period, the entire camper group is at Swimming to further their Red Cross or Royal Life Saving skills. If they do not qualify for one of these awards, they work towards a Camp award in Swimming. In this way everyone is involved in some Swimming award. The remainder of the morning is free until the dinner hour. Immediately after dinner the entire camp group indulges in a quiet rest hour.

The afternoon activity begins with Instructional Swim followed by interest groups. The campers have free choice as to the activity they attend. In the afternoon, Recreational Canoeing is added to the aforementioned list of activities. A camper remains at her chosen activity for Monday and Tuesday then to a new activity on Thursday and Friday. On Wednesday, the campers are free to attend open activities after which the cabin group jaunts off on a cook-out supper. A marathon or regatta is planned for either Saturday or Sunday. After interest groups, the campers come together for a free swim. At this time a waterfront counsellor is in charge of Rcereational Swimming and organizes a game in which any who wish may participate.

To provide variation in the program we sometimes reverse the day's activities or the older campers will take a picnic lunch and set out in canoes or the sailboats for a long distance paddle or sailing excursion.

Once a week there is a Special Day or Event such as a Sail Past, Olympic Day or Gold Rush Day which may encompass the whole day or possibly just the morning or afternoon and which involves the whole camping group.

The outstanding feature of Wahcahmie, as a small camp, is that many activities can be planned to involve the entire camp group but we never lose sight of the fact that the program must be geared to catering to the individual needs of each camper.

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MAKING EXCEPTIONAL CHILDREN A PART OF THE SUMMER CAMP SCENE

Camp directors can help handicapped children cope with real life by assuring success in the camp setting

by Doreen Kronick

Director, Integra Foundation, Toronto, Canada (sponsor of Camp Towhee)

Camp directors have been hesitant to absorb exceptional children into their setting. They have been concerned about their ability to handle the children medically. They have questions about the adequacy of their physical plant and maturity of their staff. They wonder whether the campers and their parents will react negatively to handicapped cabinmates. They wonder what kind of special knowledge they must have, what referral procedures should be effected, and what assistance can be expected from local agencies.

Certainly every director will not find his camp suitable to undertake such a program. However, if we are to contribute to the self-sufficiency, productivity, maturity, and happiness of the vast numbers of our handicapped population, many of us must attempt to service these children. By teaching them to meet the demands of everyday life we prepare them to cope with the stresses of tomorrow. And we enrich the lives of our other campers as well.

It has been our experience that integrating some handicapped and exceptional children into our normal camp has been of great worth, both for the nonhandicapped and for the special children. In many cases the handicapped or exceptional children have spent their lives being sheltered and overprotected at home, attend "special" classes and thearpy groups with other "special" children. They experience their first real opportunity to learn to live with their normal peers at camp. The ability to master the living situations of camp is an important step in the direction of functioning in society at large.

The special child often has a past history of repeated failure in whatever he has attempted. At camp he is confronted with a new physical, social, and learning experience in a nondemanding, informal setting, in which he may achieve his first successes. With success, his self-esteem and his ability to communicate improve, and consequently so does his ability to behave in an acceptable fashion.

Having a "special" child in a cabin can be a positive learning experience for our nonhandicapped campers. This can be a lesson in empathy, acceptance, and the realization of the integrity of each human being. Just as sleeping beside a youngster of different race or nationality can help a child appreciate his sameness and humanity, so can a special child teach an invaluable lesson to his cabinmates.

It is necessary to interpret to the cabinmates, and other campers, if the need arises, the worth of the special camper, his right to experience an enjoyable, meaningful summer, and the role they can play in implementing this. We explain that everyone does not function as well as they would choose in some areas, giving examples, and that the handicapped camper has limitations of function, which must be accepted as such. Whenever the handicapped child cannot participate in a cabin activity we provide an alternate activity. This averts resentment on the part of his cabinmates, which can occur when they are held back from their regular activities. If the situation is handled judiciously, the nonhandicapped campers react positively toward the special child.

When approached by parents of a handicapped or exceptional child, we are faced with the difficult tasks of assessing the degree of the child's impairment, deciding whether he could benefit from a camp situation, and whether the camp chosen should be a nonhandicapped or special setting.

If the child is under the care of an agency such as a crippled children's centre, family service agency, psychiatric clinic, or institute for the blind or deaf, the camp director should request a detailed report. It should consist, in part, of the child's abilities, disabilities, particular problems related to his impairment, specific methods of handling him, the extent of his special training, his social ability, and his readiness to cope with a nonhandicapped situation. If the child is not receiving treatment from an agency or clinic, the schools are able to furnish considerable information on his ability to handle himself, and, in some cases, to give details of his psychological assessment. At the close of the summer the camp should be prepared to furnish a report to the agency or clinic, so that they can maintain a twelve-month picture of the child's progress.

Although the parents or agency may have approached the director concerning placement of the child in camp, it is still customary for the parents to experience considerable anxiety at having the child live away from home in a relatively unsheltered setting. The child, as well, frequently is the product of years of overconcern and overprotection and anticipates the forthcoming camping experience with a mixture of enthusiasm and fear. Therefore, the camp director must be prepared to devote extra time to the family interview. Many fears will be reduced if the

director takes the time to explain in detail his medical services and practices, physical facilities, meals, demands made of campers, staff qualifications, and program. The prospective camper will feel more comfortable if he is given a picture of a typical day's activities, a description of the cabin in which he will live, and a detailed description of the trip to camp, from the time he leaves home until he is settled into his cabin. The director must assist the parents in "letting go" so that their child can begin to acquire the skills of independent living.

Information solicited from the child and parents should include: (1) ability to relate to peers, (2) things child does well and enjoys, (3) concerns and fears, (4) things child and parents are looking for from a summer at camp, (5) child's adjustment to new situations, (6) how child feels about his handicap, (7) special assistance required in dressing, toileting, making bed, eating, medical attention required, ability to move around, special equipment required, and (8) special handling of behavior disorders.

One of our criteria for accepting a child is the likelihood of his eventual integration into the nonhandicapped community. We question whether the effort involved in accommodating a severely handicapped youngster equates the benefits gained. However, in serving the moderately to minimally handicapped, the ability of the child to cope with a nonhandicapped setting is not dependent upon the type of handicap, but rather upon the degree of socialization the child has achieved. Some important points to consider are: has the child spent some time in a special class, clinic, camp wherein he has received remedial or rehabilitative treatment, learned to handle himself, cope with and accept his disability? Is his primary need at this point a setting in which he will receive intensive therapy, or one wherein he can undergo a social experience? If the former is the case, he should attend a special camp.

Staff and Program Must be Flexible

There is often concern on the part of the director about the adequacy of his physical plant, if he is to accept handicapped youngsters. It has been found that facilities meeting American Camping Association standards sutiable for nonhandicapped children are sufficient for those with a disability, provided leniency and extra time to move from place to place are allowed.

The suitability of a camp for the integration of handicapped children will not be as dependent upon program orientation as upon maturity of staff and flexibility of programing. However, specific program orientations tend to lend themselves more effectively to specific handicaps. In other words, the orthopedically handicapped might be unable to cope with a work camp, but its program conceivably could be enjoyed by the deaf, learning disabled, emotionally disturbed and educable mentally retarded. A group centered camp generally is well suited to the integration of exceptional and handicapped children, since there is close supervision of staff and campers and the child is under the continuous care of his cabin counselor. Within such an approach, competition is generally minimized and allowances are made for the pursuit of individual interests as well as cabin centered activities. In brief, staff-camper ratio, a noncompetitive atmosphere, and the willingness of the staff to provide alternative programing and handling are vital requisites for a successful experience.

The supervisory staff of the camp should be prepared to provide the counselor with sufficient information concerning the child's care before the season and be accessible for extra direction and support throughout the summer. Sending agencies can play a valuable role in providing ongoing advice to the camp and counselor for the duration of summer. Camp directors can educate agencies to the importance of this role by requesting specific assistance from them.

Discretion should be used in supplying information to the counselor. He needs to know the specifics wherein his handling of the camper will differ from the care of a nonhandicapped child. The counselor need not be overburdened with technical terminology or extensive material on the etiology of the handicap.

Special children have needs, likes, dislikes, fears and hopes as do their nonhandicapped counterparts. However, their differentness is rarely limited specifically to their handicap. They reflect their parents'

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reaction to their disability, the attitude of the community to them, and their own feelings about their handicap.

The camper should be encouraged to try new, acceptable modes of behavior, be self-sufficient, use initiative and effort. He should be given responsibilities and activities in which he can achieve success. He can be helped to learn to live with himself and develop a philosophy of life. An exceptional camper will often hover on the periphery of the group, and extra effort may be required to make him a functioning member of the larger group. Camping is a relaxed, unhurried, uncomplicated, but structured and organized living situation. It offers the child an opportunity to experience realities of nature, contrasted to the abstracts he encounters in school. This in itself can be of great therapeutic and educational value to the special child.

Since many directors are not willing to accept such campers into their camps, those who are become overwhelmed with applications from special children Their camps threaten to adopt the characteristics of a "special" setting which negates the original purposes. Therefore, it is imperative that every director survey his situation with the thought of making these children an integral part of the normal camp setting.

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(continued from page 5)

water from the well — I should say the campers carry it.

A large building, preferably with a good-sized fireplace, washrooms, and food service facilities is essential. We prefer to provide food service for the groups — it's easier on our equipment and many groups don't want to bother with it. Our walk-in cooler works in reverse in winter. We've placed a small thermostatically controlled electric heater into it and that solves all our food storage problems.

Our washrooms are not part of our main building; we use our summer facilities. We've blocked off the stalls with BP board, installed small electric space heaters and flush with a dipper of water stored in a bucket.

Campers' clothing must also be considered as part of the required equipment. If campers are not dressed for the out-of-doors, they won't enjoy it and consequently not book a retreat with your camp next year. We spell out the type of foot-wear and clothing required.

What Do You Charge?

Its important to keep costs down. We usually ask the groups to carry all the water, sweep and tidy up all facilities used, wash dishes, set tables and serve at meal-time. They also provide their own nurse. Thus we need only employ a custodian and cook. In that way we pass the saving on to the group. We set a minimum fee to open camp. Fixed costs such as staff, travel, heating, wear and tear must be charged. These plus food costs are calculated over the number of people involved and a rate per person given to each rental group. The larger the group, the lower the rate per person.

Year-round camping may take a little creative planning and preparation, plus some capital outlay. The market is there for anyone who is willing to go after it. We think it certainly is worth the effort.

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CAMPERS' INJURIES

Experiences in Health Department In a Childrens' Summer Camp

A report was quoted indicating that during some summers July has more injuries than does August. The question of whether or not campers are more seasoned to outdoor activitjes at this time is perhaps borne out by the fact that there are fewer abrasions, blisters, sunburn, concussions, cuts, and foreign bodies, insect bites, sprains, and stubbed toes.

Similarly, the number of infections vary by months and from summer to summer. The younger age group suffer three times as many minor injuries as older campers and staff. Similarly, younger campers suffer nearly twice as many infections as do older campers and staff.

J.H.E.

PARKLANDS FOR THE FUTURE

Many Provincial Governments are keen to preserve tracts of land for park use. They are hampered by inflated prices as soon as it becomes known that the government wishes to buy. If you know of areas which could be bought reasonably, write a discrete letter to your M.L.A. and your Minster of Lands and Forests.

B.M.

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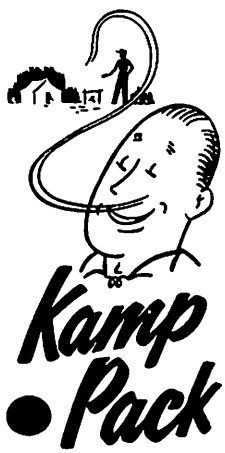

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	PANCAKE MIXES —		**DIRECTIONS**		
12/3½	A.J. Regular Pancake Mix				
6/5s	A.J. Regular Pancake Mix		Complete Pancake Mix	500	☐
50 lbs.	A.J. Regular Pancake Mix		Basic Pancake Batter No. 1	501	☐
12/3½	A.J. Buttermilk Pancake Mix		Basic Waffles Batter No. 5	505	☐
6/5s	A.J. Deluxe Pancake Mix		Deep Frying		
50 lbs.	A.J. Deluxe Pancake Mix		Deep Frying Fish,Chicken, Meat	222	☐
	BULK CAKE MIXES —		**RECIPIES**		
6/5s	Qua. White Cake Mix				
50 lbs.	Qua. White Cake Mix				
6/5s	Qua. Choc. Cake Mix		Chocolate, White, Spice, Yellow	300	☐
50 lbs.	Qua. Choc. Cake Mix				
6/5s	Qua. Spice Cake Mix				
6/5s	Qua. Yellow Cake Mix				
50 lbs.	Qua. Yellow Cake Mix				
	BULK MUFFIN MIXES —		**RECIPIES**		
6/5s	Qua. Oatmeal Muffin Mix		Bran Muffins	405	☐
50 lbs.	Qua. Oatmeal Muffin Mix		Oatmeal Muffins	400	☐
6/5s	Qua. Bran Muffin Mix		Plain Muffins	450	☐
50 lbs.	Qua. Bran Muffin Mix		Corn Muffins	455	☐
50 lbs.	Qua.Plain Muffin Mix		"Fruit Filled" Muffins	465	☐
	CAKE DONUT MIX —		**DONUT VARIATIONS**		
50 lbs.	Qua. Deluxe Donut Mix		Donut Variations	422	☐
	BULK COOKIE MIX —		**RECIPIES**		
6/5s	Qua. Cookie Mix		Oatmeal Cookies	299	☐
50 lbs.	Qua. Cookie Mix		Mincemeat Bars	193	☐
			Pineapple Bars	194	☐
			Date Squares	303	☐
			Deep Dish Pie	191	☐
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			Spicy Sweet Buns Hot Cross Buns	423	☐
			Danish Pastry, Basic Dough	424	☐
			Peanut Butter Bars	426	☐
			Fruit Filled Pockets	427	☐
			Butter Horns	428	☐
			Cinnamon Rolls	435	☐
			Danish Pastry Baked Goods	412	☐
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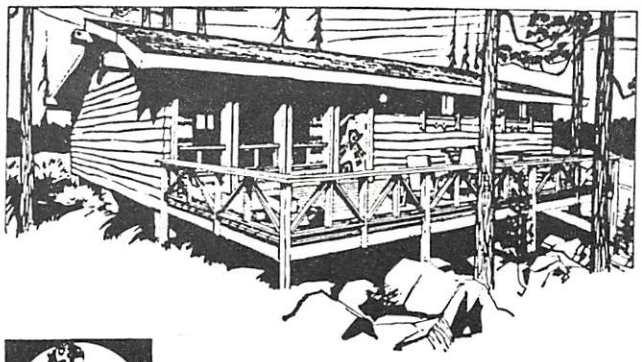

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